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AUTHOR Johnson, Nancy; Ebert, Jane
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ABSTRACT

Students must learn more than facts if history is to become meaningful for them. They do not relate to names of battles, dates of treaties, or to statistics any more than adults do. They relate to individuals, emotions, and stories that have the ability to arouse their curiosity. The use of historical fiction and biography has the potential of helping students experience the past, and feel the joy and despair of those who have lived before. Teaching history in this manner requires a lot of time and energy from the teacher to create the atmosphere. If the unit is to be successful, the teacher must study the event and time period. The teacher will also need to be clear about the objectives of the unit and how those objectives will be met. Detailed units on the American Revolution and on Pioneers serve as examples of using historical fiction and biography. Included in these units are extensive lists of suggested children's books. (A list of teacher resources for both units and a 24-item bibliography are attached.) (RS)

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TIME TRAVEL IS POSSIBLE: HISTORICAL FICTION AND BIOGRAPHY, PASSPORT TO THE PAST

by

Nancy Johnson
Jane Ebert

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TIME TRAVEL IS POSSIBLE:

HISTORICAL FICTION AND BIOGRAPHY, PASSPORT TO THE PAST

Traditionally, history has been taught by relying heavily on a social studies textbook. The textbook furnishes an overall view of a time period or event. It reports information as concisely and accurately as possible. The authors cannot include everything about a subject, so they select and compress the material. An entire period of history is covered in one short chapter. The interesting details and explanations have to be left out due to lack of space. Ultimately, the study of history becomes a task of memorizing chronological lists and dates. Through rote memory many children can reel off names and dates, but few understand what the people represented or the significance of what they did. Textbooks provide a framework for the study of history, but much more is needed. It is detail that makes people and events memorable.

Students can experience history through literature more dramatically, and can often have a more indepth transaction with the subject, when it deals with characters "who were there." (Sanacore pp. 414-418)

Reading ability in a typical classroom varies greatly. Many of the students are not able to read and understand the text, which compounds the problem of teaching history.

A major difficulty facing history teachers is a child's view of time.

> It takes a long time to comprehend that the world was not created when you were born.....certain attitudes of the child, though later hidden, remain with us and influence our approach to history. I question that we ever really understand that the world existed before I was born! I believe that even as adults we operate like small children and unconsciously divide time into B.B. and A.B. Before I was Born and After I was Born. Everything that happened A.B. is real, and anything B.B. we never come to terms with as reality. That would explain why humanity seems unable to take lessons from history. It appears that only those things that happen to human beings themselves are truly understood by them.....The first-grader would not be surprised if the teacher had fought at Valley Forge. (Haugaard pp. 515-516)

Egocentricism inhibits children's ability to understand some aspects of history. One aspect is the time element. They have difficulty understanding the time any given event happened. Even more difficult is to place that event in a time line with other historical events. As has been stated, time simply means "their lifetime". Another aspect that is difficult for children to understand, because of their egocentric thought pattern, is conflicting points of view. Children understand only one point of view, their own. This brings us to questions such as: "Were the British and those loyal to the Crown of England always bad and wrong?" Accurate portrayal of history and the ability to see differing points of view is crucial. Rarely, if ever, is one side completely right and the other completely wrong. Textbooks rarely present the conflicting viewpoints of an era.

"A major challenge of teaching history lies in making the events of the past and the personalities who shaped them meaningful to learners who are growing up in a technological

world." (Jacobs, 86) It seems like an enormous task: a task that cannot be adequately done by the use of one, or even several, textbooks.

RATIONALE FOR HISTORICAL FICTION AND BIOGRAPHY

Students must learn more than facts if history is to become meaningful for them. They don't relate to names of battles, dates of treaties, or to statistics any more than adults do. They relate to individuals, emotions and stories that have the ability to arouse their curiosity. The student who learned names and dates did not learn history at all, because history is not a series of isolated events. It is people living together, working together, and trying to solve problems together.

> History is the record of people doing things. History is action.....It is people solving problems, being creative, learning new things, making mistakes, learning by making mistakes and overcoming obstacles. History is a record of how people interact with their environment. When this is acknowledged, the sheer memorization of dates, places and names of people fades into secondary position while the actions of people individually and in groups provide the center of interest upon which attention is focused. (Cianciolo, 19)

Teachers who want their pupils to really experience the subject they are studying, take their classes on field trips and allow them to experience the subject first hand. But since in the case of history, time travel is impossible, and present day locations of historical events are often inaccessible, there is a need to use a different approach.

Books can provide students vicarious experiences which will give them a better understanding of life in the past. Students can gain an understanding of life prior to the modern day technology.

> Children need not have their lives restricted by what they see, taste, touch, hear or smell. They have a way of seeing that hurdles boundaries; it is the priceless gift of imagination. The vicarious experiences children have through the various media of communication provide springboards to adventure anywhere imaginable. (Lonsdale, 9)

Through children's literature, children become acquainted with various types of food, clothing, furniture and housing of the past. They can begin to see the changes that have taken place. The history of America, and the world, is as varied as the people who make up history.

The "....struggle of a lifetime could be buried in a single sentence in a text." (Huck, 465) Trade books take the bare knowledge of the textbook and present it in a manner that makes it become intimate and alive rather than cold and external. They put meat on the skeleton of historical facts. People and places fascinate children. The people of history become real individuals when their activities, feelings and interactions are known. The reader is brought into intimate relationship with them, and historical people become friends, peers or enemies. When the reader becomes lost in a book it seems as if the characters are in the room with him. It is at this point that the reader feels as if he is on the scene while history is being made. One discovery that children find through

trade books is that history is not made up of just exceptional people doing extraordinary things, but also of ordinary people doing ordinary things.

The use of historical fiction and biography has the potential of accomplishing several things. One has already been alluded to, that is, children do more than just learn facts, they experience the past, feel the joy and despair of those who have lived before us. They know the frustrations of a fourteen year old boy in Concord, in 1775, trying to decide whether to be loyal to his king or rebel. (Early Thunder, Fritz)

Literature also may develop a feeling for the continuity of life. Children can see their own life in relation to those who lived in the past and who will live in the future. This helps them to understand their own place in history. They see change as natural and essential.

One of the key issues in educations is, "How do we promote critical reading and thinking skills in students?" Children do not automatically develop these skills. Historical fiction and biography present issues from different perspectives. This allows the student to "feel" with the characters, and thereby, face conflicting points of view.

> It is the critical reader who is least likely to be waylaid by misinformation and bias. Certainly, students who can develop the capacity to read critically will have acquired a means to recognize divergent points of view and to support one or another with reason and clarity by evaluating available material. (Lehman and Hayes, 165)

Stories of the past help children to understand that all humans have the same needs, wants and desires.

> At this time, when we are bombarded with so many stimuli that it is difficult to see beyond the immediate, it is more and more necessary that we strive for a sense of the past, that we create in our students a realization of the ties that bind us to the men who have suffered and loved and hungered and hoped before us. And one of the ways that this can be done most effectively is to become aware of that suffering, that loving, that hungering, that hoping---those human qualities that persevere through each century and bind the past and the present together. (Gay, 15)

All people want to be respected and loved, feel secure and have a sense of belonging. Through literature children are enabled to see the interdependence of humankind. All are affected by the decisions of people they have never met.

Through literature, children may develop a clearer understanding of human problems and interpersonal relationships. This knowledge could help them see and judge the mistakes of the past, and pursue new options in the future. Finally, the struggles and hardships that are courageously met by a character in a book may be a source of inspiration to children.

All of these together help children gain an understanding of themselves, and learn how to relate to others in a wholesome and satisfying way.

> School critics have sometimes found appalling gaps in children's acquaintance with the events in history. Yet in those classrooms where children are encouraged to read widely in books related to a social studies unit, both enthusiasm and comprehension run high. (Larrick, 135)

PREPARATION FOR UNIT

An approach to teaching history of this nature does not just happen. The teacher must spend a lot of time and energy to create the atmosphere. The teacher is the key to success. One of the most important factors is to make the books so readily available that the children literally stumble over them. This is called the "Saturation Technique". (Huus, xi) The room is saturated with good books so that every student can find one that interests him.

In order to cover broad units of work, projects and problems, the teacher needs a large amount of material readily available for the students to use. The trade books need to span a wide range of reading levels. By the time children reach the upper elementary grades there is a wide distribution of ability to read. Therefore, the literature made available to students must range in readability from a second grade level to possibly a seventh or eighth grade level. This allows each child to find a book that he/she is capable of reading.

No teacher is capable of knowing all the books that could or should be included in a unit of this type. Many resources are available. Quite a variety of books containing annotated bibliographies are available which give a teacher ideas of the contents of many more books than he/she could possibly have time to read. Two resource books written with the express purpose of teaching history by the use of literature are, Children's Books to Enrich The Social

Studies and The Literary Time Line in American History For Social Studies. Resources for books include: the city library, school library, university library, personal library, and the area educational library.

Once all the books have been gathered that relate to the topic being covered, the atmosphere of the room must be created. The bulletin board should be decorated to entice the students, the shelves full of books, and other books placed on the reading table.

If the unit is to be successful, the teacher must study the event and time period. He/she may find the social studies textbook a valuable resource, along with resource books on the teaching of history with literature, children's literature books, magazines and encyclopedias.

The teacher will need to be clear about the objectives he wants to accomplish, and how he/she will accomplish them. The length of time this unit should take must be determined. Also, the requirements that will be expected of each student must be set. These elements are crucial if the unit is to be successful.

INTRODUCING THE UNIT

The students may share in the planning of the study of the unit. They can identify specific objectives that are important to them. They can list the things they would like to know about a unit. If students are familiar with the time period under study, they could make a list of the

people they already know, and those they want to find out about. When the students help decide the objectives, they are more motivated.

At the beginning the teacher should take the time to set the stage. If there is information on the time period that would increase student's understanding, that should be presented in the early stages. At times a short book would help the children to have a little background, enabling them to understand the literature. A chapter or two of an exciting story that deals with the time period could be read aloud.

Each student needs to have a book in their desk at all times. Time for both reading and listening is very important. The students must be aware the first day that there are certain minimum requirements they have to fulfill. If there are a number of requirements, the students should be given a deadline for each one. This is necessary for children, and even adults, so that they don't put work off until there is no possiblity of completing the requirements. A possible list of minimum requirements might include: 1. Read at least one book. 2. Keep a journal of your thoughts. 3. Read during class time. 4. Participate in activities. 5. Complete one project. (Corley, 422)

SUGGESTIONS FOR A UNIT ON THE AMERICAN REVOLUTION

On the first day of the unit, divide the students into cooperative learning groups. Instruct each group to make a list of everything they know about the American Revolution, suggest that they may list peoples' names, places, reasons for the war, the countries involved, etc. After a few minutes, have all the groups come together and share the ideas they have. This serves several functions. It gets the students involved, activates their prior knowledge and lets the teacher know where to start. Some students may know many things about the American Revolution, others very little. This sharing process helps provide a common knowledge base for all students.

Based on the outcome of this initial activity, the teacher determines what background knowledge is needed. Reading aloud The Story of Lexington and Concord or King George's Head Was Made of Lead will provide the class with a basic knowledge of the taxes that fueled the rebellion. Both of these books present the acts of King George that riled the colonists and caused people, who had been loyal British subjects, to rebel against him and seek independence.

After this introduction, an explanation of individual student requirements must be clearly presented. Then students may browse through the selected resources of literature and choose a book.

The key to this unit is the response of students to the literature they are reading. Although each student will have individual responses to their books, some group projects help to tie all the individual reading together. One group project could be a blank time line from 1700-1790. As students read books they can add information to the time line regarding events they have read about. This provides the whole class with the sequence of events before, during and after the Revolution.

Another response the entire class could share is one of classification. Posters could be labeled "British or Loyalists" and "Patriots or Rebels". As students read, they will focus on the characters and determine into which catagory they should be placed. Near the end of the unit a "Hall of Fame" could be added. Class members can vote for the individuals who "made it" during the American Revolution. It would be interesting to see if anyone categorized earlier as British would be voted into the Hall of Fame.

Other group responses might include a dictionary of terms about the American Revolutionary time period that they encountered while reading. A map of the colonial area could be made, as students read they could place the name of the location they are reading about on the map. All students could write questions on historical personalities. These could be used at the end of the unit for a guessing game.

Many of the books will produce strong emotional attachments to the characters within the book. This could lead to "freedom speeches". Another possiblility is a debate. Students who read Early Thunder could use Daniel West and his friend Beckett to furnish ideas on why a rebellion was wrong. They could also explain the vicious acts done to those loyal citizens of England. Another group could debate them using information gleaned from War Comes to Willy Freeman and/or The Story of the Boston Tea Party. Willy Freeman experiences some of the atrocities that the British soldiers committed against civilians. Still another side of the debate could be taken from The Fall of the Quaker City. This book reveals the role and view of a people opposed to war for religious reasons, the Quakers. They are not accepted by either side, and indeed, are mistreated by both sides.

Comparison/contrast is a common theme in expository material. This structure can be the basis for a response to several books about the same person, one example is Deborah Sampson. Patricia Clapp's historical fiction book I'm Deborah Sampson: A Soldier In the War of the American Revolution is rich with detail, emotion and humor. Many things Clapp includes in her book are not included in the biographies about Sampson. Harold Fenton's Deborah Sampson: Soldier of the Revolution and Ann McGovern's The Secret Soldier: The Story of Deborah Sampson are interesting biographies which include much of the factual material Clapp

utilizes. However, even the biographies have some discrepancies. A chart could be made showing the different aspects of Deborah's life and where the books agreed and where they differed. Other activities could include responses to the following questions. "What would you do if you had a large family and couldn't feed them?" or "List reasons people want to go to war, compare them with Clapp's description of a battle on p. 114."

Another contrast could be done comparing the rides of Paul Revere, Jack Jouett and Israel Bissell.

Many times students enjoy responding to a book by writing a short play or skit. Performance for the class heightens all students' awareness of the time period. This could be in response to any of the books. Since the role of females in history is usually not highlighted, writing and acting of plays on them could be a meaningful activity.

Tolliver's Secret tells of ten year old Ellen Tolliver. Grandfather had a secret message to carry. It must get to General Washington. But Grandpa gets hurt and cannot go. He asks Ellen to take it. How can she, a girl afraid of children her own age, take a secret message hidden in a loaf of bread through Redcoat territory? Ruffles and Drums clearly develops the role of women left at home when the men go off to battle. The harvest must be done. Sarah Kent attempts to complete this monumental task alone. She may be fictional, but her story is true. War Comes to Willy

Freeman reveals a young black girl who loses everything, yet she struggles, and survives.

Many books lend themselves to critical thinking. The students can respond to the books by imagining what role they might have had in the war. George Midgett in the book George Midgett's War does not go to battle. Yet his abilities were important. He built a special boat that could be used on either land or water and took needed supplies of food to General Washington at Valley Forge. Nearly all of the books have examples of deeds done for the cause of the revolution. The book Two If By Sea explains the role of the sexton who hung the light in the church steeple, the messenger, Paul Revere, and Dr. Joseph Warren who headed the rebels in Boston. Each person was needed with his/her own special abilities. Students could write in response to the question, "How could you have helped with the war? What would be your role?"

There is a variety of individual/small group projects that are possible. Projects and activities could be readily adapted to a variety of books. For example, "Wanted Handbills" could be made for each rebel, offering a reward for their capture. A news broadcast could be made focusing on a battle. Interviews could be done highlighting a day in someone's life.

Some students are artistic and would enjoy responding in that mode. Fritz's books And Then What Happened, Paul Revere? or What's the Big Idea, Ben Franklin? could be the

basis for artistic responses. Students could draw a mural depicting all the things Paul Revere did or all the inventions of Ben Franklin. Another possibility is to draw pictures of "then" and "now". This could include: forms of transportation, styles of hair and clothing, weapons, cities, etc.

Problem/solution is another form of expository text. At the end of the unit the class could be divided into small groups again. This time they will know the problem, England was taxing the colonies, that angered the colonists to the point of rebellion. In the small groups, students could brainstorm possible solutions. Was there only one way to solve the problem, fight the British? Or were there other possible solutions? This type of problem-solving develops higher order thinking skills.

Other possible projects include: a diary, written from a character's point of view, a written sequel to the book, penning a letter to a character in the book, publishing a newspaper on historical happenings and soap carvings.

Coordination with the Chapter I program greatly enhances the success for students who are eligible for those services. Students in this catagory traditionally have trouble with organizational skills, selection of appropriate literature and comprehension of key concepts.

Strategies for organization include: a shorter time frame with assignments broken into smaller segments, experience with sequencing through time lines, a

computerized record of books read, guided selection of projects, support in locating reference materials, activities to practice locating information in references quickly and mnemonics to enhance memory.

Students receive guided selection of literature according to their interests and ability. Literature at an appropriate levels is made readily available. Oral sharing by students and the teacher provide a preview of that literature.

Comprehension can be increased through a variety of activities which include: book chains, questions and answers about the books read, pre-reading activities to assess prior knowledge and provide a focus for reading, catagorizing famous people and events, matching games, group readings and role-playing.

The activities and responses to literature are only limited by the imagination of the teacher and the students. The sharing in group activities and the displaying of individual projects are necessary for all students to get an overall perspective on the era known as the American Revolution.

CONCLUSION

The teaching of social studies through literature requires more preparation than teaching it with the textbook. However, student motivation is higher and the students also gain a wider knowledge base of the time period. The feelings, anxieties, hopes and joys of another era become alive in the student's mind in a way that is not possible in a textbook. Facts and dates become meaningful when they are brought out through the interesting activities of daily life. This is an exciting way to approach the teaching of history, both for the teacher and the students.

SOME SUGGESTED BOOKS OF CHILDREN'S LITERATURE FOR THE AMERICAN REVOLUTION

Adler, David A. George Washington: Father of our Country
Adler, David A. Thomas Jefferson
American Heritage. George Washington and the Making of a Nation
American Heritage. The Many Worlds of Benjamin Franklin
American Heritage. Thomas Jefferson and His World
Avi. The Fighting Ground
Ball, Elsie. George Washington, First President
Barton, Thomas Frank. Patrick Henry, Boy Spokesman
Berkey, Ben. Liberty Bell
Boutwell, Edna. Daughter of Liberty
Brown, Marion Marsh. The Swamp Fox of the Revolution: Francis Marion
Carter, Alden R. At the Forge of Liberty
Carter, Alden R. Birth of the Republic
Collier, James Lincoln. My Brother Sam is Dead
Collier, James Lincoln. War Comes to Willy Freeman
Cousins, Margaret. Benjamin Franklin of Old Philadelphia
Daugherty, Charles Michael. Benjamin Franklin, Scientist-Diplomat
Davis, Burke. Black Heroes of American Revolution
Eaton, Jeanette. Washington, the Nation's First Hero
Epstein, Sam & Beryl. Young Paul Revere's Boston
Fisher, Leonard Everett. The Tanners
Fisher, Leonard Everett. The Doctors
Fisher, Leonard Everett. The Homemakers
Fisher, Leonard Everett. The Printers
Foster, Genevieve. George Washington
Fritz, Jean. And Then What Happened, Paul Revere?
Fritz, Jean. George Washington's Breakfast
Fritz, Jean. Traitor: The Case of Benedict Arnold
Fritz, Jean. What's the Big Idea, Ben Franklin
Giblin, James Cross. Fireworks, Picnics, and Flags
Graham, Alberta Powell. Lafayette, Friend of America
Grant, Matthew. Francis Marion
Grant, Matthew. Paul Revere
Graves, Charles P. Benjamin Franklin: Man of Ideas
Graves, Charles P. Rider for Liberty
Halbrook, Stewart H. America's Ethan Allen
Halbrook, Stewart H. The Swamp Fox of the Revolution
Haley, Gail E. Jack Jouett's Ride
Hall-Quest, Olga W. Guardians of Liberty
Hall-Quest, Olga W. The Bell That Rang for Freedom
Heilbroner, Joan. Meet George Washington
Hilton, Suzanne. We The People
Ingraham, Leonard W. An Album of the American Revolution
Judson, Clara Ingram. Benjamin Franklin
Judson, Clara Ingram. George Washington
Judson, Clara Ingram. Thomas Jefferson: Champion of the People

Judson, Clara Ingram. George Washington
Kalman, Bobbie. Early Settler Children
Kalman, Bobbie. The Early Family Home
Kent, Zachary. George Washington
Kent, Zachary. The First President of the U.S.
Knight, James. Boston Tea Party
Knight, James. The Winter at Valley Forge
Laurence, Isabelle. Drumbeats in Williamsburg
Lawson, Robert. Ben and Me
Lawson, Robert. Mr. Revere and I
Lee, Martin. A First Book of Paul Revere
Lee, Susan & John. Benjamin Franklin (Heroes of the Revolution)
Lee, Susan & John. George Washington (Heroes of the Revolution)
Main, Mildred Miles. Hail, Nathan Hale!
McNeer, May J. The Story of George Washington
Meadowcroft, Enid. The Story of Ben Franklin
Meadowcroft, Enid. The Story of George Washington
Meir, Ruth. Benjamin Franklin, Printer and Patriot
Reiscle, Diana. Patrick Henry
Rinaldi, Time For Drums
Roop, Peter. Buttons for General Washington
Scarf, Maggie. Meet Benjamin Franklin
Sperry, Armstrong. John Paul Jones, Fighting Sailor
Steele, William O. Francis Marion
Stein, Conrad. The Story of Lexington and Concord
Stein, Conrad. The Story of the Boston Tea Party
Stevenson, Augusta. Ben Franklin, Printer's Boy
Stevenson, Augusta. Nathan Hale, Puritan Boy
Stevenson, Augusta. Molly Pitcher
Weir, Ruth Cromer. Benjamin Franklin
Winders, Gertrude. Ethan Allen
Wise, William. The Spy and General Washington
Wolfe, Louis. Let's Go With Paul Revere

PIONEER UNIT

DEVELOP PRIOR KNOWLEDGE:

Using a map of the United States, the teacher explains to the students that most of the people in the late 1700's still lived East of the Appalachian Mountains. The students (in small groups) form a list of reasons for that, then they share group lists with the whole class. Once the compiled list is formed, we evaluate which ones were the major reasons for staying near the Atlantic Coast.

The next step is to explain that a gap in the mountains was found, and a very narrow path was made. Then four methods of transportation west are discussed: walking, horseback, Conestoga Wagon or stagecoach.

Finally, the students choose a city west of the Mississippi River that they would like to visit. Then they choose one of the four methods of transportation. After both of those decisions are made, the assignment is given. "You are traveling to your destination, you can make 15 miles a day in the wagon train, 30 miles a day walking, 70 miles a day on horseback, and 100 miles a day on a stagecoach. Use the map in your textbook (give page number) of the westward trails, determine the number of miles you will have to travel, the routes you will take, and the number of days the traveling will take. You will also make a list of the things you would have put in a covered wagon that you believe you need to survive."

The following day the students will give the teacher their list of necessary items to take along, then the teacher displays a list of items essential for survival. The class determines from each child's list if it contained enough of the necessary items for survival. Students determined that the categories would be: Yes, you survived; maybe you survived; and no you didn't make it.

This activity provided them with a solid base of information about the modes of travel, and the items necessary for survival.

2 WEEK REQUIREMENTS:

1. Every student must read at least one book a week.
2. They must have a book with them in class at all times.
3. They must keep a journal on each book.
4. Each student will complete 1 project during the Pioneer Unit. It may be based on their book, or it may be a craft from the Pioneer time.

GROUP ACTIVITIES:

1. All students participate in making a Pioneer Picture Dictionary.
2. In groups, make a panel of a mural depicting the Westward Movement.
3. Dip Candles
4. Make butter
5. Make pulled taffy
6. Culminate the unit with a reenactment of a typical "Pioneer School Day."

INDIVIDUAL /SMALL GROUP PROJECTS:

1. Build a log cabin
2. Make a covered wagon
3. Write a skit on part of your book
4. Write a diary of a trip west
5. Build a fort
6. Draw a map of the westward trails
7. Make Then and Now posters (clothing, transportation, games, etc.)
8. Make a craft of the Pioneer time period such as:
   A. Churn butter
   B. Bake bread
   C. Dip candles
   D. Sew a sampler
   E. Make a small quilt
   F. Sew a bonnet for Pioneer Day
   G. Make lye soap
   H. Make corn cob doll
   I. Make corn husk doll
   J. Make a braided rug
9. Make a video tape comparing Pioneer household jobs today's household jobs.
10. Make a diorama of the log cabin
11. Make a display of types of transportation available
12. Create a book of "Home Remedies" for the Pioneer
13. Describe a typical day in the life of a Pioneer Child, compare and contrast it to a day in your life.

CLASS DISCUSSIONS:

1. What are some of the problems that the Pioneer encountered during the trip westward?

2. The role of children on the wagon train.

3. The material goods necessary to live.

4. The top priorities of the early settlers when they finally arrived at their destination.

5. How did the discovery of gold affect the westward movement?

6. If you lived in the 1800's, would you have wanted to make the trip?

7. If you could choose, would you rather live then or now? Why did you make that choice?

CHAPTER I SUPPORT STRATEGIES: The Chapter I support strategies were simillar to those used in the unit on the American Revolution.

RESOURCES SPECIFIC TO THE PIONEER UNIT:

Kalman, Bobbie. Early Schools. New York: Crabtree Publishing Co., c. 1982.

Loeper, John J. Going To School In 1876. New York: Athenum, c. 1984.

Stenson, Elizabeth. Early Settler Activity Guide. New York: Crabtree Publishing Co., c. 1983.

SOME SUGGESTED BOOKS OF CHILDREN'S LITERATURE FOR PIONEERS

Anderson, Joan. Christmas On The Prairie
Bauer, Marion Dane. Shelter From The Wind
Brink, Carol Ryrie. Caddie Woodlawn
Burns, Paul C. To Be a Pioneer
Byars, Betsy. Caroline and her Kettle Maud
Byars, Betsy. Trouble River
Calvert, P. The Snowbird
Caudill, Rebecca. Tree of Freedom
Caughey, La Ree. The Wilderness is a Book: A Story of Young 49'ers On The Trail
Coatsworth, Elizabeth. The Sod House
Coatsworth, Elizabeth. Away Goes Sally
Conrad, Pam. Prairie Songs
Daringer, Helen. Country Cousin
De Angeli, Marguerite. Thee Hannah
Emerson, Caroline. Pioneer Children of America
Fisher, Aileen. Homestead of the Free
Fisher, Aileen. A Lantern in the Window
Fisher, Leonard. The Homemakers
Fisher, Leonard. The Schoolmasters
Fisher, Leonard. The Schools
Fisher, Leonard. The Tanners
Freedman, Russell. Children of the Wild West
Fritz, Jean. The Cabin Faced West
George, Jean C. One Day in the Prairie
Harvey, Brett. My Prairie Year
Harvey, Beth. Cassie's Journey: Going West in the 1860's
Holling, Holling. Tree in the Trail
Horn, Huston. The Pioneers
Lampman, Evelyn S. Bargain Bride
Lampman, Evelyn S. Tree Wagon
Lasky, Kathyrn. Sugaring Time
Laycock, George. How The Settlers Lived
Lenski, Lois. Corn Farm Boy
Lenski, Lois. Prairie School
Loeper, John J. Going to School in 1876
Lunn, Janet. The Root Cellar
Mac Lachlan, Patricia. Sarah, Plain and Tall

McCall, Edith. Pioneering on the Plains
McCall, Edith. Cumberland Gap and Trails West
McCall, Edith. Pioneer Traders
Meadowcroft, Enid. By Wagon and Flatboat
Morrow, Honore. On To Oregon
Place, Marion T. The First Book of the Santa Fe Trail
Place, Marion T. Westward On the Oregon Trail
Roop, Peter & Connie. Keep the Lights Burning, Abbie
Sanders, Scott Russell. Aurora Means Dawn
Santrey, Laurence. Young Pioneer
Shura, Mary. Kate's Book
Shura, Mary. Kate's House
Speare, Elizabeth George. Calico Captive
Talbot, Charlene J. An Orphan for Nebraska
Talbot, Charlene J. The Sodbuster Adventure
Tunis, Edwin. Frontier Living
Turner, Ann. Dakota Dugout
Turner, Ann. Grasshopper Summer
Vander Loeff, Anna Rutgers. Oregon At Last
Walker, B. The Little House Cookbook
West, Elliot. The Youngest Pioneers
Wilder, Laura Ingalls. Little House On the Prairie
Williams J. Oh, Susanna
Yates, Elizabeth. Carolina's Courage

TEACHER RESOURCES FOR BOTH UNITS:

1. Textbook for grade level
2. Cianciolo, Patricia (see Bibliography)
3. Huck (See Bibliography)
4. Huus (See Bibliography)
5. Magazines and Journals:
   - A. Cobblestone
   - B. Language Arts
   - C. Social Education
   - D. Reading Improvement
   - E. Social Studies
   - F. The Elementary School Journal
   - G. Reading Teacher
   - H. Journal of Reading
   - I. Horn Book Magazine

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